Understanding Assessment and Accountability

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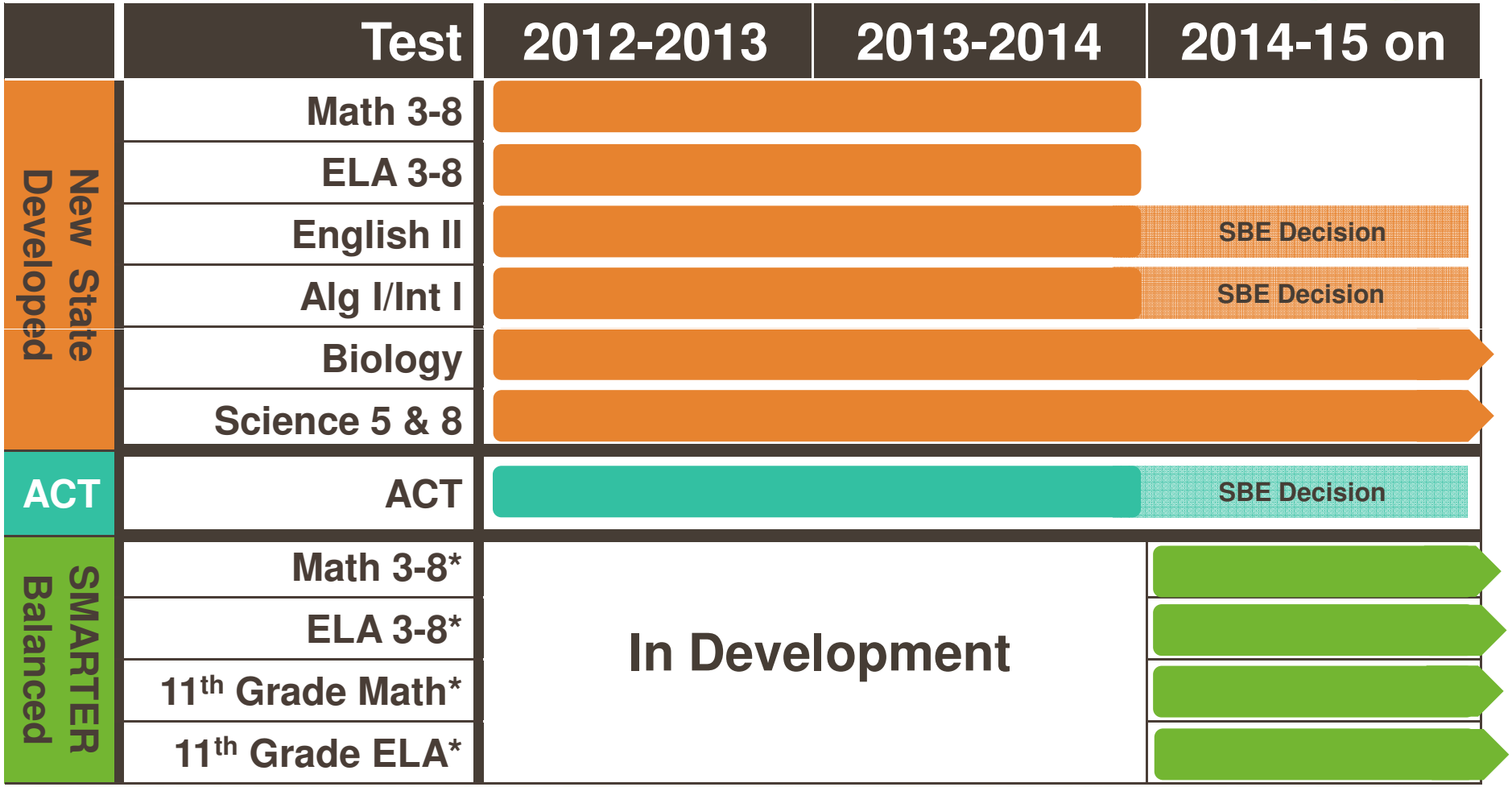
Overview for This Session

- Accountability
- New Assessments

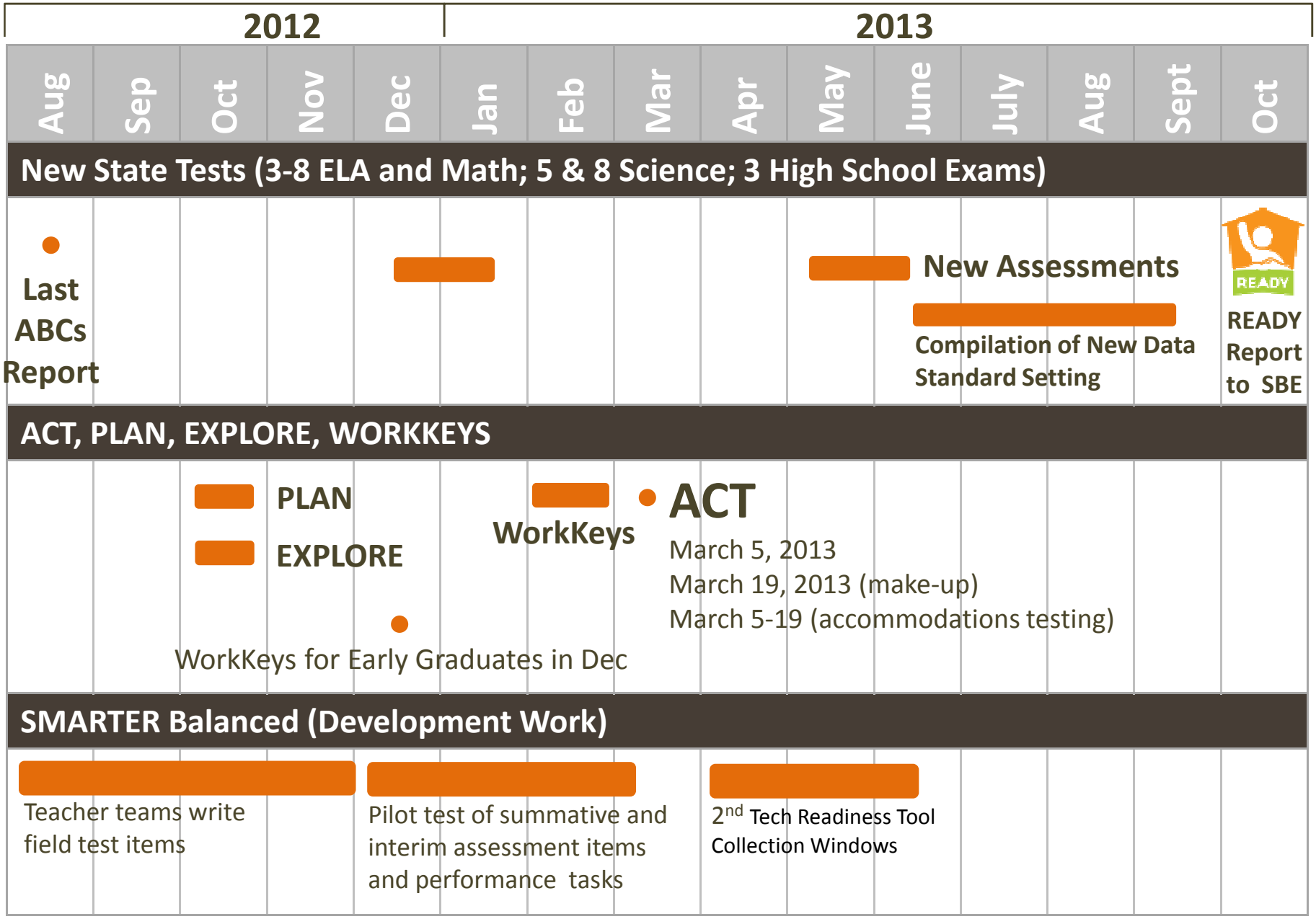
Assessment Time Line

For School Accountability



*2014-15 implementation of SMARTER assessments contingent upon board approval of assessments to replace the State-developed ELA and Math assessments.

2012-2013 School Calendar - *Draft*



Retesting

2012-13 Not Feasible	2013-14 Feasible
• Standard setting does not occur until all tests scores are reported • Rolling testing window: some schools will have dismissed before other schools have begun testing	• Immediate scoring will resume • Schools will know who meets the criteria for retesting

25% and Retesting

- A score for EOCs (0-100 scale) will be provided to schools to be used in calculation of student grade (before achievement levels are established)

- No retesting in 2012-2013 because of the establishment of new achievement levels

Accountability

Purpose – Indicators – Key Ideas

Provide incentives and supports to

- **Improve Student Learning Outcomes**
- **Raise Graduation Rates**
- **Close Achievement Gaps**

3 Types of Indicators

Purpose – **Indicators** – Key Ideas

Status Indicators

- *How well are students doing this year?*
- Lets parents know the overall performance of school
- **Examples:** Performance Composite, Graduation Rates

Growth Indicators

- *Given where students start, how much was the school able to help them grow?*
- Not applied to cohort measures like graduation rate
- **Examples:** EVAAS; Longitudinal Growth Models

Progress Indicators

- *How much progress are cohorts making from one year to the next on the performance indicators?*
- **Examples:** Change in graduation rate over time; Annual Measurable Objectives from NCLB

Elementary and Middle School Accountability

Purpose – **Indicators** – Key Ideas

Status Indicators

"this year"

- **End of Grade 3-8 Math**
- **End of Grade 3-8 ELA**
- **End of Grade 5 & 8 Science**

Growth Indicators

"combined individual student's growth"

- **EVAAS Growth School-wide**

Progress Indicators

"trend over time for groups of students"

- **Δ End of Grade 3-8 Math**
- **Δ End of Grade 3-8 ELA**
- **Δ End of Grade 5 & 8 Science**

High School
School Accountability

Purpose – **Indicators** – Key Ideas

Status Indicators

"this year"

- End of Course
- ACT
- Graduation Rates
- Math Course Rigor
- WorkKeys
- Graduation Project

Growth Indicators

"combined individual student's growth"

- EVAAS Growth School-wide

Progress Indicators

"trend over time for groups of students"

- Δ End of Course
- Δ ACT
- Δ Graduation Rates
- Δ Math Course Rigor
- Δ WorkKeys

Accountability and Support

Purpose – **Indicators** – Key Ideas

Status Indicators

Growth Indicators

Progress Indicators

- **Schools will be accountable for all three types of indicators** at different levels of disaggregation (subject, subgroup, etc) through state-level reporting
- **Recognition and Support** will be targeted by triangulating these three indicators
- **Work with USED** around our ESEA Flexibility Request may require updates

Accountability

Purpose – Indicators – **Key Ideas**

1. **Focused on Progress and Growth**
2. **K-8:** Similar Indicators • Higher Standards
3. **High School:** New Indicators • Increased Expectations
4. **Simpler, Understandable Reporting**
5. **Communication Tools**

School Performance Grades

"State Board shall award an overall numerical school performance score on a scale of zero to 100 and a corresponding letter grade of A, B, C, D, or F"

A: 90% and up
B: 80-89.9%
C: 70-79.9%
D: 60-69.9%
F: under 60%

"It is the intent of the General Assembly to add a student growth component to school performance grades."

School Performance Grades

K-8 Schools

One point for each percent of students who score at or above proficient on annual assessments for:

1. Mathematics in grades three through eight.
2. English Language Arts in grades three through eight.
3. Science in grades five and eight.

School Performance Grades

9-12 Schools

One point for each percent of students who:

- Score at or above proficient on annual assessments for Mathematics, English, and/or Biology.
- Complete a higher level mathematics class with a passing grade.
- Score at or above a level demonstrating college readiness on a nationally normed test of college readiness.
- Graduate within four years of entering high school.
- Demonstrate workplace readiness on a nationally normed test of workplace readiness.

School Performance Grades

Additional reporting for 3rd grade English Language Arts

Number and percentage who:

1. Pass alternate assessment.
2. Were retained in the third grade.
3. Were exempt from mandatory retention.

ESEA Waiver Implications

1. No longer designate school as having met or not met AYP.
2. Will report number and percent of AMOs met.
3. AMO targets based on 2010-2011 data.
4. NCDPI will not require AYP sanctions.
5. Priority, Focus, and Reward Schools have been identified.
6. In 2012-2013:
   A. Minimum N size will be 30.
   B. Participation Rate consequences.

A Change in the Claim of Testing

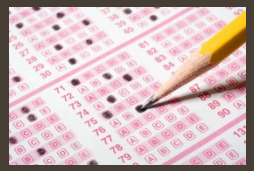
Claims in the Past:
Proficiency

Claims in the Future:
Career- and College- Ready

Changing what we think of as "State Assessments"

Summative

This is what we've known



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- Constructed Response
- Performance Tasks
- Computer Adaptive Testing

Interim Tools

"Along the Way"

Formative Processes

"Every Day"

Assessment Delivery Format

- Prefer **Online Administration** but a Paper/Pencil version is available
  - All **NCEXTEND2** (EOG and EOC)
  - Science Grades 5 and 8
  - English II EOC
  - Biology EOC
  - Algebra I/Integrated I EOC

- Paper/Pencil Administration only
  - General English Language Arts
  - General Mathematics Grades 3-8

Assessment

How do I get READY for the new summative assessments?

Getting Ready

Step 1: Dig into the Standards.

Where do I go to do that?

For Common Core
www.ncpublicschools.org/acre/standards/common-core-tools/

For Essential Standards
http://www.ncpublicschools.org/acre/standards/support-tools/

Getting Ready

Step 2: Internalize Content Specifications

Where do I go to do that?

Content Specifications
http://www.ncpublicschools.org/acre/assessment/online/

Content Specification

Important Notes:

- The weightings shown in the content specifications are developed based on the relative importance of the content.
- Particularly in literacy, there are skills that we value and you will teach but we will not assess in the current assessment system (e.g. speaking and listening).

Content Specification

Literacy

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Eng II
Reading for Literature	32–37%	30–34%	36–40%	32–36%	34–38%	31–35%	30–34%
Reading for Information	41–45%	45–49%	37-41%	41–45%	41–45%	42–46%	32–38%
Writing	NA	NA	NA	NA	NA	NA	14–18%
Language	20–24%	19–21%	21–25%	21–25%	19–23%	20–24%	14–18%

- Reading Foundations and Speaking and Listening Skills will not be assessed on the 2012-13 and 2013-14 assessment.
- **SMARTER Balanced does plan to assess both of the above in 2014-15.**

**Field testing can influence the weighting slightly*

Content Specification

Math

	Grade 3	Grade 4	Grade 5
Operations and Algebraic Thinking	30–35%	12–17%	5–10%
Number and Operations in Base Ten	5–10%	22–27%	22–27%
Number and Operations—Fractions	20–25%	27–32%	47–52%
Measurement and Data	22–27%	12–17%	10–15%
Geometry	10–15%	12–17%	2–7%

	Grade 6	Grade 7	Grade 8
Ratios and Proportional Relationships	7–12%	22–27%	NA
The Number System	27–32%	7–12%	2–7%
Expressions and Equations	27–32%	18–23%	27–32%
Functions	NA	NA	22–27%
Geometry	17–22%	25–30%	20–25%
Statistics and Probability	7–12%	15–20%	15–20%

Content Specification

Math

	Algebra I/Integrated I
Number and Quantity	30–35%
Algebra	5–10%
Functions	20–25%
Geometry	22–27%
Statistics and Probability	10–15%

Getting Ready

Step 3: Review New Item Types, Items and Released Forms

Where do I go to do that?

Released Forms
Coming in Fall of 2012

Tutorial of New Assessments
http://go.ncsu.edu/nctdemo

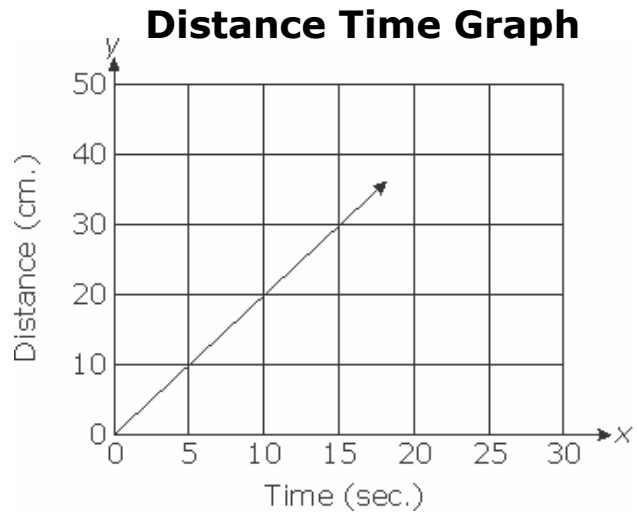
Getting Ready Step 3:

New Item Types and Items

Constructed-Response and Technology-Enhanced Items

- Mathematics: gridded response items
  - Grades 5-8 and Math I (Algebra I/Integrated I)
- Calculator Inactive: Grades 3-8 and Math I (Algebra I/Integrated I)
  - One-third to one-half of grades 3-8
  - One-third of Math I (Algebra I/Integrated I)
- English II: short constructed response, technology-enhanced and multiple choice

Grade 5 Science TE Item



5.P.1.2 Infer the motion of objects in terms of how far they travel in a certain amount of time and the directions in which they travel (RBT = Conceptual/Understand; DOK = 2)

This distance/time graph shows the distance covered by an insect crawling across a table. Using the information on the graph, place (click and drag) the remaining distances to complete the table below.

Distance traveled in 10 seconds	Distance traveled in 20 seconds	Distance traveled in 25 seconds
20 cm		

30 cm	**40 cm**	**50 cm**

Grade 8 Science TE Item

List of Species and Their Characteristics

- Estuarine species inhabit coastal areas; they are adapted to a mix of salt and fresh water
- Desert species are adapted to hot, arid areas which have large temperature fluctuations
- Very rare tree species inhabit the Amazon basin
- Reef-building coral inhabit coastal areas; their health and growth are negatively affected by pollutants
- Salamander species in the southern U.S. depend on flowing water to keep oxygen levels high enough for survival

If the changing conditions in the chart below occur, which species listed above will likely go extinct? Drag and drop the species that will most likely go extinct for each changing condition.

8.L.4.1 Summarize the use of evidence drawn from geology, fossils, and comparative anatomy to form the basis for biological classification systems and the theory of evolution (RBT = Conceptual/ Understand; DOK = 2)

Changing Conditions	Species Likely to Go Extinct
Sea levels rise rapidly	Estuarine
Prolonged drought	
Deforestation in South America	
Catastrophic oil spill in a coastal region	

Amazon rare tree | **Desert**

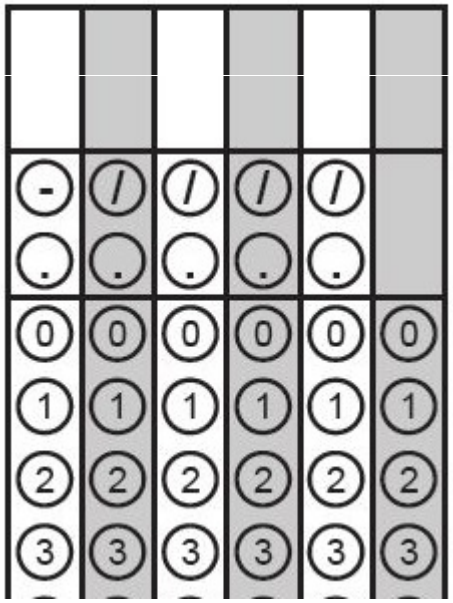
Salamander | **Reef-building coral**

Grade 6 Constructed Response Item

A company is having a picnic. The expenses will be for music and refreshments.

- The music will cost $150.
- The refreshments will cost $125.
- Tickets will be sold for $2.50 per employee.

What is the minimum number of tickets that must be sold to pay for the picnic expenses?



Note that students receive instructions and practice for gridding answers.

Calculator: Inactive
DOK: Skill/Concept
Domain: Expressions and Equations
Standard: 6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.

Math I Constructed Response Item

The daily profit, P, of a business that sells x units of a product each day is given by the function $P = {}^{-}2x^2 + 200x + 3{,}000$. The number of units sold on Tuesday was 10 less than the number needed for maximum possible profit. What is the difference between the actual profit on Tuesday and the maximum possible profit?

Enter your response here: [ ]

Only 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, ., -, and / are allowed.

Calculator: Inactive
DOK: Skill/Concept
Domain: Interpreting Functions
Standard: F.IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

English II Multiple-Choice Item

Moonrise

by Jenette Purcell

City night sky
gives itself to me again
when I have so little left to receive it.
I am dark, crumbling
and you are rivers and trees away
searching your own night sky for a sign.
The strong gates of your heart
are wide open to me always, but,
if only.
So I wait, as seasons before, decades before,
fathers and mothers before me still inside
watch and listen.
Suddenly,
bamboo, bones, fiber, fences,
water, glistening koi,*
all the tiny rooms,
paths and places I hold your memories
relax
in audible, reverent wonder
at the fullness forming
on this horizon's edge.

***koi:** colorful fish that symbolize love and friendship

Which line from the poem describes the speaker's feelings about loving someone?

A "when I have so little left to receive it"

B "are wide open to me always, but"

C "paths and places I hold your memories

D "at the fullness forming"

DOK: Skill/Concept
Standard: Reading for Literature (RL.1)
Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

English II Constructed-Response Item

Moonrise

by Jenette Purcell

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*__koi:__ colorful fish that symbolize love and friendship

In *Moonrise*, explain how the theme is developed throughout the poem. Use specific details to support your answer.

DOK: Strategic Thinking
Standard: Reading for Literature (RL.2)
Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Scoring Rubric for Constructed-Response Item

In *Moonrise*, explain how the theme is developed throughout the poem. Use specific details to support your answer.

Score (points)	Rubric
2	• Identifies the theme of the poem • Uses at least one example of how the theme is revealed in the poem • Writes a response that explains how the theme is developed throughout the poem
1	• Identifies the theme of the poem • May or may not use at least one example of how the theme is revealed in the poem • Writes a response that may or may not explain how the theme is developed throughout the entire poem
0	• Fails to identify the theme of the poem • Fails to use at least one example of how the theme is developed in the poem • Fails to write a response that explain show the theme is developed throughout the poem

English II Technology-Enhanced Item

Select (by clicking) the synonym that can replace *reverent* in the poem.

Excerpt from Moonrise

by Jenette Purcell

Suddenly,
bamboo, bones, fiber, fences,
water, glistening koi,*
all the tiny rooms,
paths and places I hold your memories
relax
in audible, reverent wonder
at the fullness forming
on this horizon's edge.

- respectful
- redundant
- amazed
- significant

DOK: Skill/Concept
Standard: Reading for Literature (RL.4)
Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Questions and Discussion